

Data for NGA Workforce Academy Recommendations

- High school graduation requirements must be more rigorous (4 years each of mathematics/statistics, English, science, social studies and 2 years of foreign language).

Proportion of High School Seniors Taking the ACT and, of Those Tested, the Proportion Taking the ACT Core Courses in High School

(Source: ACT Annual Report of 2003 ACT-Tested High School Seniors)

State	Percent of 2003 High School Seniors Taking the ACT Assessment	Percent of 2003 High School Seniors Taking the ACT Assessment and Report Taking the Core Courses
Missouri	69 %	58 %
Iowa	66 %	66 %
Nebraska	73 %	67 %
Kansas	76 %	66 %
Oklahoma	69 %	59 %
Tennessee	74 %	62 %
Arkansas	73 %	71 %
Illinois	100 %	41 %
Kentucky	73 %	59 %

Note: ACT High School Core Curriculum includes: four or more years of English, three or more years of mathematics, three or more years of social sciences, and three or more years of natural sciences.

Percentage of full- and part-time, degree-seeking and non-degree-seeking freshmen enrolled in remedial classes during their first year of enrollment at a Missouri public two- or four-year college or university

Fall Semester	Total Number of Freshmen	Percent Enrolled Remedial Mathematics	Percent Enrolled Remedial English	Percent Enrolled Remedial Reading
1997	18,385	20 %	13 %	8 %
1998	19,047	21 %	14 %	9 %
1999	19,410	21 %	14 %	8 %
2000	19,755	20 %	13 %	6 %
2001	21,124	21 %	13 %	6 %
2002	21,910	23 %	13 %	6 %

Source: Missouri High School Graduates Performance Reports, Missouri Department of Higher Education.

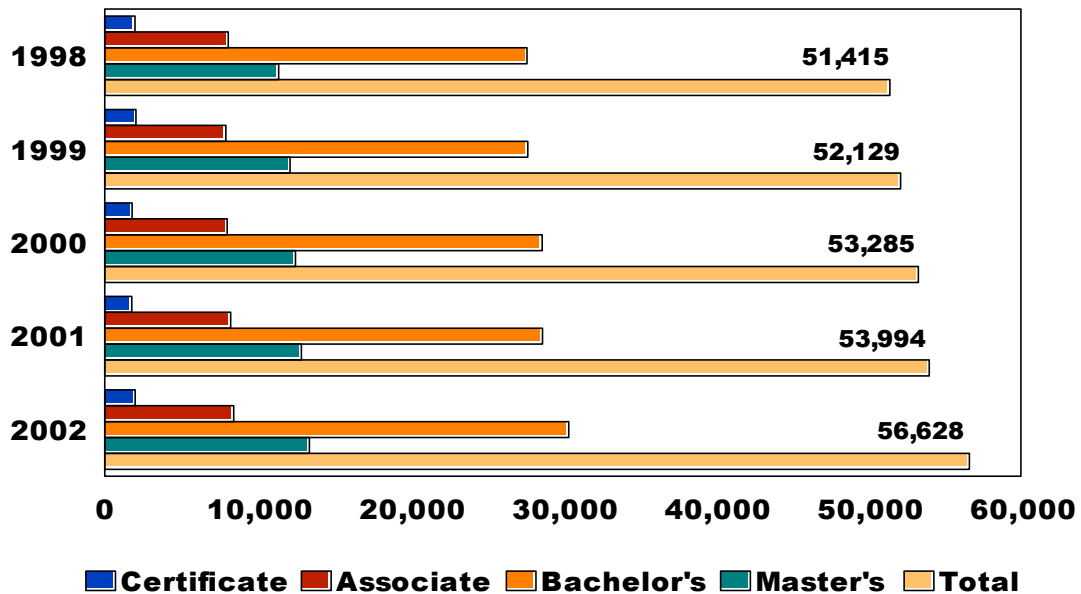
6. Career education and the community/technical college system must be expanded and curricula targeted to the just-in-time skill standards, certifications or licensing requirements of business and industry.

**Percentage of Students Enrolled in Community Colleges
In Missouri, Nationally, and Selected States**

	Percentage of Enrollment in Public Two-year Colleges
Missouri 1999	39 %
Missouri 2001	39 %
National Average (1999)	47 %
California (1999)	68 %
Washington (1999)	65 %
Illinois (1999)	64 %
Florida (1999)	58 %
Texas (1999)	51 %
North Carolina (1999)	50 %
Nebraska	40 %

Source: 2001 *Digest of Educational Statistics*, National Center for Education Statistics and 2001 Missouri Department of Higher Education *Statistical Summary*.

Total Degrees Conferred by Missouri Public and Independent Two- and Four-year Institutions, FY 1998 to FY 2002



Source: IPEDS C

7. Uniform articulation and dual credit mechanisms must be established between secondary schools, community college and university levels to provide degree credit for skill-based education and training.

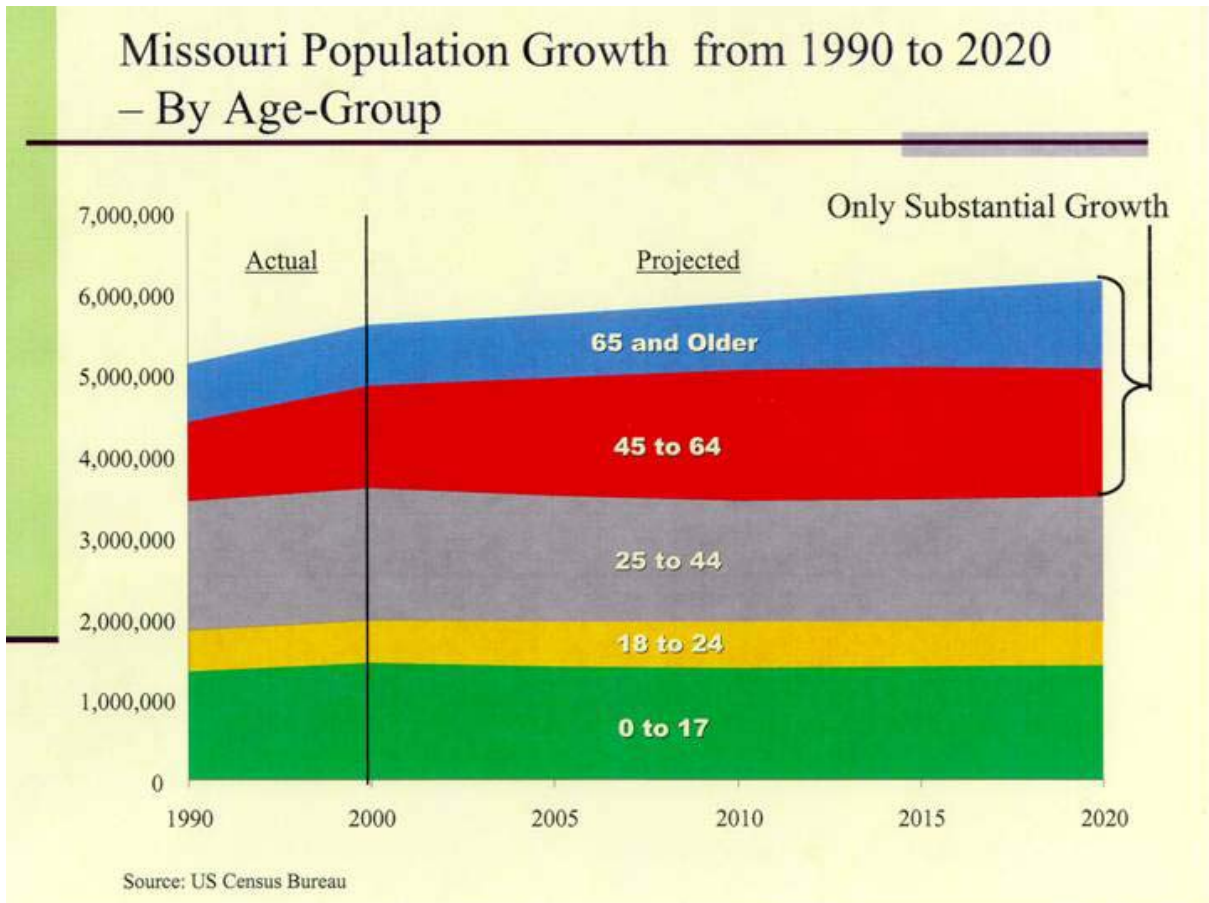
Where the Majority of Public Two-Year Transfer Students Attend Public Four-Year Institutions - Fall 2001

Public Two-Year College	Total Transfers	Central	Harris-Stowe	Lincoln	Mo. South	Mo. West	NW	SE	SW	Truman	UMC	UMKC	UMR	UMSL
Crowder	115				71%				15%					
East Central	122	11%						9%	20%		17%		12%	23%
Jefferson	154							37%			8%		9%	33%
Linn State	9	78%		11%	11%									
Metro CC - Blue River	9						100%							
Metro CC - Longview	370	41%							8%		7%	37%		
Metro CC - Maple Woods	186	24%				18%	9%		8%			33%		
Metro CC - Penn Valley	144	14%										65%		
Mineral Area	93							47%	15%		10%			12%
Moberly	111	21%								10%	48%			
North Central	94					35%	24%		10%		17%			
Ozarks Tech.	143								98%					
State Fair	133	59%							11%		13%			
St. Charles	261								10%		18%			58%
St. Louis CC - Flo. Valley	268		13%											65%
St. Louis CC - Forest Park	209		31%											54%
St. Louis CC - Meramec	612								10%		20%			51%
SW-West Plains	5	40%					20%	40%						
Three Rivers	142							72%	15%					
Total	3,180	12%	4%	1%	3%	3%	3%	10%	12%	1%	12%	10%	3%	27%

Data Source: Missouri Department of Higher Education.

If Missouri is to be competitive in the 21st Century economy, Workers must:

- Become part of Missouri's world-class workforce through continuous learning and skill development



If Missouri is to be competitive in the 21st Century economy, the Parents must:

- Recognize that education is vital to Missouri's economic survival and growth.
- Engage in continuous learning and skill development
- Actively counsel their children on the full range of postsecondary opportunities, including those leading to careers in technical fields

A One Percent Increase in the Proportion of Missouri's Population Would Increase State Per Capita Income by the Amount Shown

Level of Educational Attainment	Percentage Increase in Proportion of the Population with Level of Education	Increase in State Per Capita Income with Percentage Increase in Population with Level of Education
High School Diploma	1 percent	\$ 234
Associate Degree	1 percent	\$ 436
Bachelor's Degree	1 percent	\$ 530
Professional Degree or Higher	1 percent	\$3,446

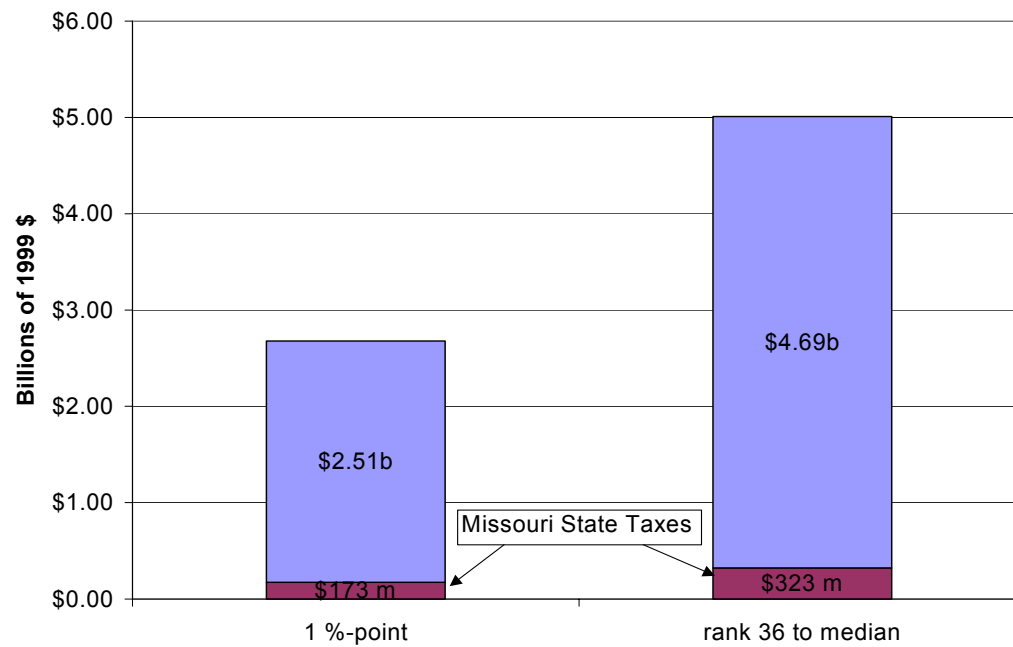
Source: University of Missouri-Columbia Department of Economics, based on 2000 Census Data

Missouri Public College Graduates (1978 to 2002) Working in Missouri in 2002

Degree Level	Number of Public College & University Graduates 1978 to 2002	Number of 1978 to 2002 Graduates Working in Missouri in 2002	Percent Graduates Working In Missouri in 2002	Average Annual Wages in 2002
One and Less Than Two-year Certificates	10,652	7,738	72.3 %	\$25,470
Two-year Certificates and Associate Degrees	51,178	38,854	75.9 %	\$25,327
Bachelor	139,643	85,898	61.5 %	\$31,135
Post Bachelor	3,651	2,443	66.9 %	\$30,942
Master's and Education Specialist	33,565	19,674	58.6 %	\$41,532
Doctorate and First Professional	8,722	3,850	43.8 %	\$52,666
Total	247,411	158,47	64.0 %	\$31,245

Source: Enhanced Missouri Student Achievement Study and Data Maintained by the Missouri Department of Labor

Addition to Missouri Income by Raising College Attainment



Source: University of Missouri-Columbia Department of Economics, based on 2000 Census data